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ABSTRACT

A basic tenet of the effective-schools movement is that all children can master the basic skills needed to be successful in school. Today, the twin notions of equity and excellence strongly drive the school-reform movement. This book examines the effective-schools movement as a school-reform philosophy and renewal process for the present and future. It asserts that the effective-school programs implemented during the last 2 decades demonstrate that schools and school districts can be structured so that all children learn the intended curriculum. Chapter 1 begins with a thorough definition of the philosophy and conceptual rationale that undergird effective schools. The second chapter provides a succinct history of the effective-schools movement. Chapters 3 through 5 examine specific aspects of the effective-schools process, beginning with the classroom, moving on to the culture of the school, and then looking specifically at curriculum development, student assessment, staff development, and accountability. The sixth chapter profiles four school superintendents who used the effective-schools research and the effective-schools process to transform their districts. The school systems include Spring Branch, Texas; St. John's County, Florida; Springfield, Massachusetts; and Glendale, Arizona. The final chapter describes the challenges that schools will face in the coming years and discusses how the effective-schools philosophy can be applied to meet those challenges. (Contains 56 references.) (LMI)

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